WORK SAMPLE PORTFOLIO

Annotated work sample portfolios are provided to support implementation of the Foundation – Year 10 Australian Curriculum.

Each portfolio is an example of evidence of student learning in relation to the achievement standard. Three portfolios are available for each achievement standard, illustrating satisfactory, above satisfactory and below satisfactory student achievement. The set of portfolios assists teachers to make on-balance judgements about the quality of their students’ achievement.

Each portfolio comprises a collection of students’ work drawn from a range of assessment tasks. There is no pre-determined number of student work samples in a portfolio, nor are they sequenced in any particular order. Each work sample in the portfolio may vary in terms of how much student time was involved in undertaking the task or the degree of support provided by the teacher. The portfolios comprise authentic samples of student work and may contain errors such as spelling mistakes and other inaccuracies. Opinions expressed in student work are those of the student.

The portfolios have been selected, annotated and reviewed by classroom teachers and other curriculum experts. The portfolios will be reviewed over time.

ACARA acknowledges the contribution of Australian teachers in the development of these work sample portfolios.

THIS PORTFOLIO: YEAR 3 HISTORY

This portfolio provides the following student work samples:

Sample 1  Timeline: Jack Simpson Kirkpatrick
Sample 2  Invitation: Anzac Day service
Sample 3  Inquiry about local history: Transport

This portfolio of student work shows that the student can provide some explanation about how the community of Townsville changed in the past (WS3). The student provides some information about the experiences of an individual, Jack Simpson Kirkpatrick (WS1). The student identifies some events and aspects of the past that have significance in the present, including Anzac Day (WS2).

The student sequences events in broad chronological order, with reference to key dates (WS1). The student poses questions about the past in relation to some forms of transport in Townsville and locates information from local history sources (written, physical, visual, oral) to answer these questions (WS3). The student develops texts, including narratives, using terms denoting time (WS1, WS2, WS3).
Timeline: Jack Simpson Kirkpatrick

Year 3 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

**By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.**

**Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.**

Summary of task

In class students talked about the significance of Anzac Day as a day of commemoration in Australia each year. They explored different aspects of Anzac Day, including the bravery of those who served at Gallipoli.

The students read the story of Jack Simpson Kirkpatrick and posed questions about his background and his involvement at Gallipoli WWI.

The students were asked to create a timeline of Jack Simpson Kirkpatrick to depict events in his life with a focus on the Gallipoli campaign.

Students completed the task during class time over two one-hour lessons.
History

Timeline: Jack Simpson Kirkpatrick

Annotations
The student includes significant events in Kirkpatrick’s life, some in sequence, using key years.

Annotations (Overview)
The student includes significant events in Kirkpatrick’s life, some in sequence, using key years, for example, ‘1892 born in England’, ‘Killed in action at age of 23’. The student develops a text, that is, a timeline, using past tense verbs to denote time.
Invitation: Anzac Day service

Year 3 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

*By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.*

*Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.*

Summary of task

Students explored the history of their community as represented in symbols of significance for an important commemoration, Anzac Day.

The students used sources to develop an understanding of the historical symbolism and significance of Anzac Day, including how and why communities continue to commemorate the day.

Students were asked to create an invitation to an Anzac Day service with annotated pictures of Anzac symbols.

The students were given three one-hour lessons to explore and discuss the origins and significance of Anzac Day and to create their invitation.
Invitation: Anzac Day service

TO: My Family

You have been invited to be at

ANZAC Day.

Time: 2:30 PM

You will get rosemary at the
serves.

Where: Queen Park

Bring flowers.

Simpson and his donkey

A very good

person

Slouch hat

was for soldiers

to wear.

Red poppies

are for

wreaths.

Annotations (Overview)

The student identifies some aspects of the past that have significance for present day Anzac commemorations, including rosemary, Simpson and his donkey, the slouch hat, and red poppies. The student presents a text, that is, an invitation.
Inquiry about local history: Transport

Year 3 History achievement standard

The parts of the achievement standard targeted in the assessment task are highlighted.

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Summary of task

Students were asked to develop inquiry questions about an aspect of local history and use these questions to conduct an inquiry. After investigating their area through site visits, guides, photographs and written sources, they were required to present their findings using a timeline with pictures and/or descriptions, using ICT.

Students were given 100 minutes of class time to begin their research and they completed the task in their own time over a week and a half.


Inquiry about local history: Transport

The way that getting to school has changed.

My great grandfather went to school by horse. He went to Townsville Central School and living a long way away at Black River. It took him over an hour each day.

My grandfather went to Townsville West and travelled to school with a pushbike. He lived in West End. It took him less than 20 minutes.

Annotations

Identifies a topic for inquiry.

Uses information sourced from an interview.

Identifies a change in transport, that is, horses being replaced by bicycles.

Annotations (Overview)

The student provides a broad sequence of forms of transport over two generations, including a horse and a pushbike. The student uses sources from their research to indicate how the time taken to travel to school has changed.